

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	DNMS				
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				1	D	DNMS
	High School Grade Letter Grade				Not Applicable		

The Indiana State Board of Education awarded KIPP Indianapolis College Prep an **D** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results

In Spring 2014, 61.2% of KIPP Indianapolis College Prep students passed the English/Language Arts portion of ISTEP+, while 61.8% of students passed the Mathematics portion.

In English/Language Arts, KIPP Indianapolis College Prep received a bonus point for high growth in the Bottom 25% super subgroup. The school did not receive any penalties for overall low growth.

In Mathematics, the school did not earn any bonus points for high growth in the either super subgroup. However, the school did receive a penalty for overall low growth.

Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received a **D** for the 2013-14 school

English/Language Arts

$$\begin{array}{ccccccc}
 \text{D} & & & & & & \\
 \text{Proficiency} & + & \uparrow & \text{Bottom 25\% Growth Bonus} & - & \text{No Growth Penalty} & \\
 \end{array}$$

Mathematics

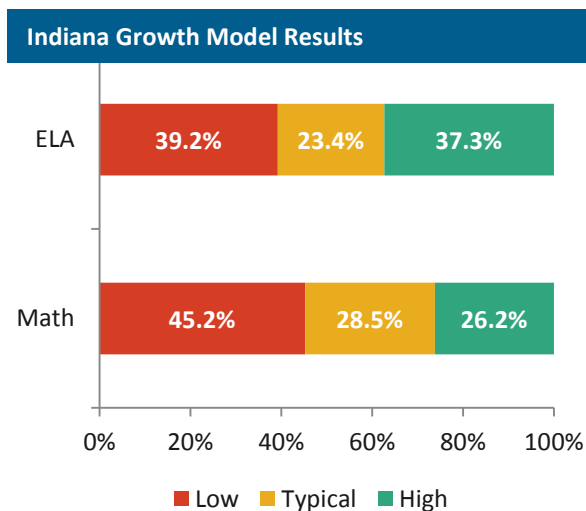
$$\begin{array}{ccccccc}
 \text{D} & & & & & & \\
 \text{Proficiency} & + & \text{No Growth Bonus} & - & \downarrow & \text{Overall Growth Penalty} & \\
 \end{array}$$

year and received a **Does Not Meet Standard** on the Office of Education Innovation (OEI) performance framework.

Due to this letter grade, the Indiana Department of Education labeled KIPP Indianapolis College Prep as a Focus school under Indiana's federal ESEA waiver, and the school was required to create a Student Achievement Plan for the 2014-15 school year.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	DNMS				

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 60.8% of KIPP Indianapolis College Prep students made typical or high growth in English/Language Arts, while 54.8% made those gains in Mathematics.

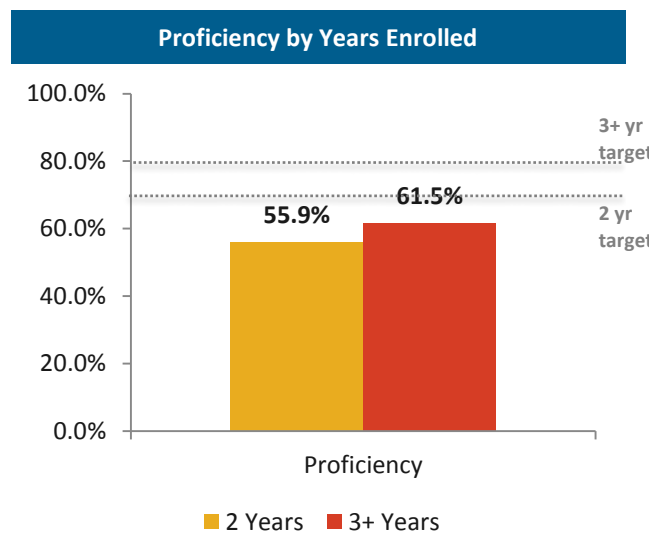
As shown in the table below, a weighted average across both subjects shows that 57.8% of students at KIPP Indianapolis College Prep made sufficient gains in 2013-14. Thus, the school received a Does Not Meet Standard on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	39.2%	23.4%	37.3%	60.8%
Math	45.2%	28.5%	26.2%	54.8%
Weighted Average				57.8%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard		Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.				
	Approaching standard		At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Meets standard		At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Exceeds standard		At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS				

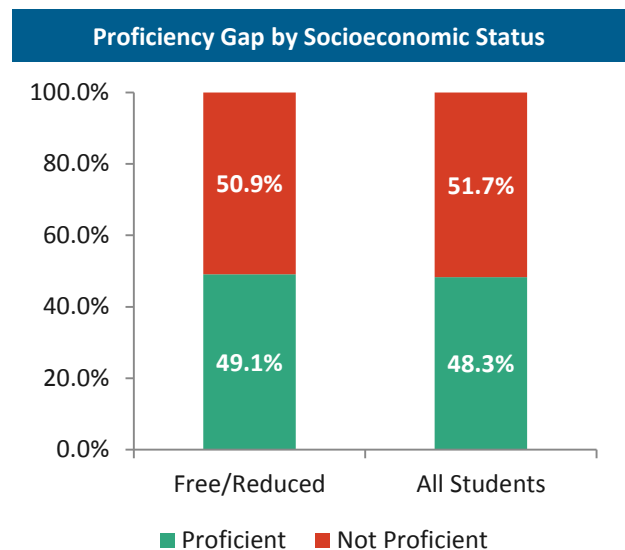
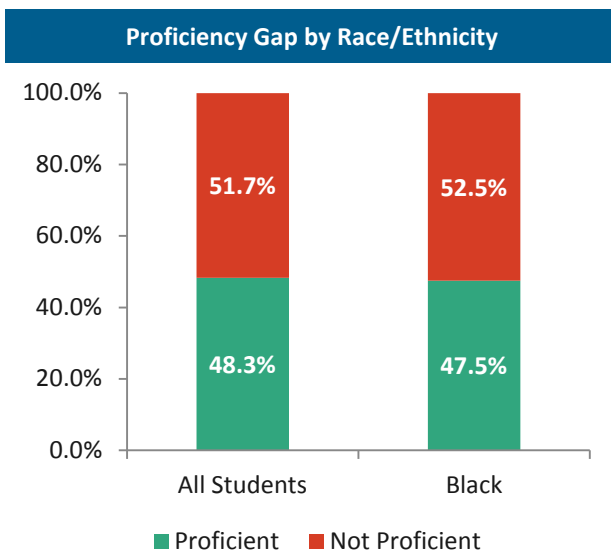
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at KIPP Indianapolis College Prep for two years, 55.9% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 61.5% were proficient on both subjects. Thus, the school earned a **Does Not Meet Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status. Disaggregated performance for KIPP Indianapolis College Prep is captured below.



p

While 48.3% of all KIPP Indianapolis College Prep students were proficient, but OEI was unable to report on subgroup comparisons due a largely homogenous student population.

In order to report a proficiency level, a subgroup must have at least 30 students. KIPP Indianapolis College Prep did not enroll 30 students in more than one racial or socioeconomic subgroup.

Due to small subgroup numbers, KIPP Indianapolis College Prep was **not evaluated** on the OEI performance framework for this indicator the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS				
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					94.8%	DNMS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

KIPP Indianapolis College Prep has an aggregate attendance rate of 94.8%, and a majority of grade levels fell below the 95% standard. Due to its aggregate rate, KIPP Indianapolis College Prep received a **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level

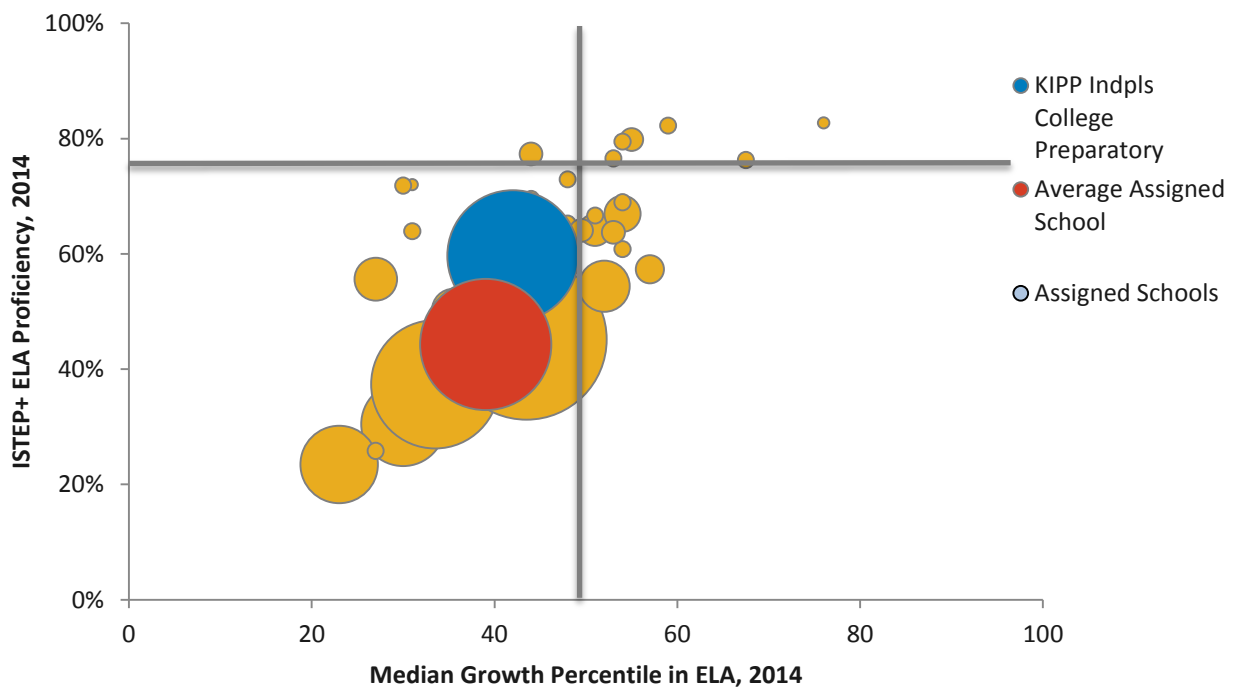
5 th Grade	93.7%	✗
6 th Grade	94.8%	✗
7 th Grade	95.9%	✓
8 th Grade	94.6%	✗
Overall Average	94.8%	✗

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	ES	MS				

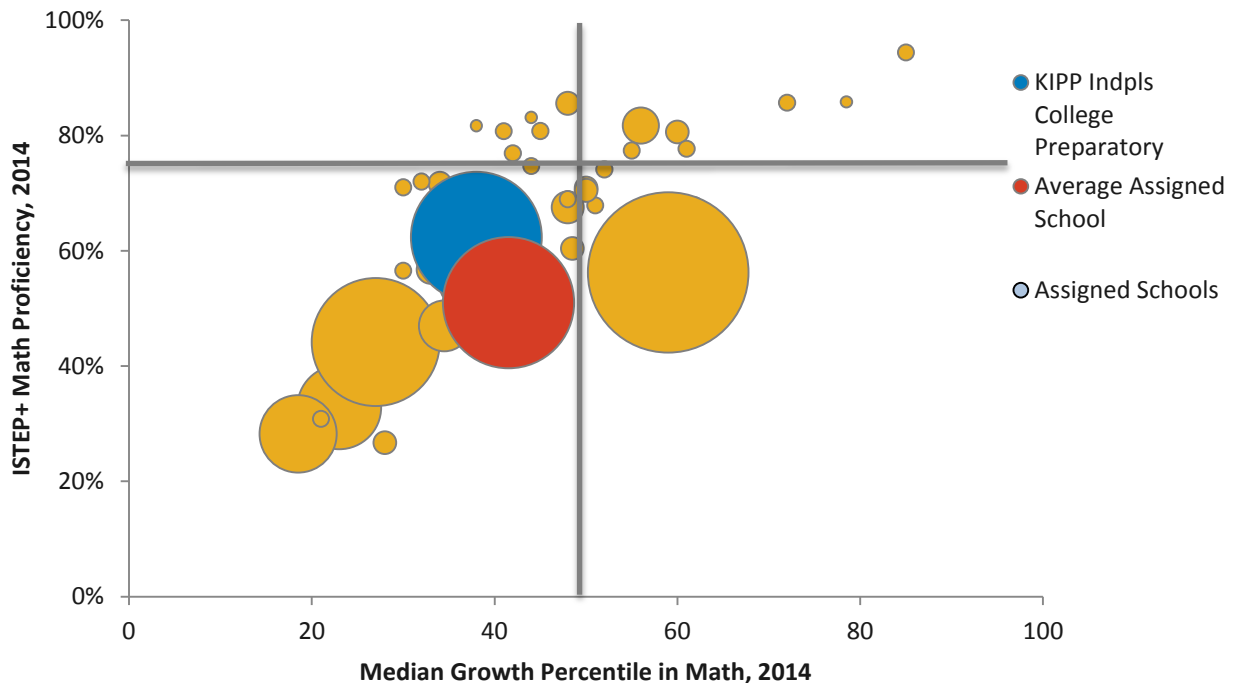
The Office of Education Innovation compared the performance of KIPP Indianapolis College Prep to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend KIPP Indianapolis College Prep. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of KIPP Indianapolis College Prep students.

As shown below, KIPP Indianapolis College Prep students' overall proficiency outpaced that of their peers in English/Language Arts. KIPP Indianapolis College Prep students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, KIPP Indianapolis College Prep students' overall proficiency outpaced that of their peers in Math. However, KIPP Indianapolis College Prep students had a lower Median Growth Percentile (MGP) in Math.



In combination, KIPP Indianapolis College Prep students outperformed their peers in three of four categories, earning the rating **Meets Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

	Not evaluated	AS				
School-specific Information	Goal				Result	Rating
	80% of KIPP students will meet their NWEA MAP standard growth goals.				62% Math, 52% Reading	DNMS
	The average staff response to the survey question "Overall, I am satisfied with this school" will equal 3.9.				3.9	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, KIPP Indianapolis College Prep set its first goal around student growth on the NWEA assessment. The school reports that 62% of students completed the requirements for Math and 52% for English, earning a **Does Not Meet Standard** on its first goal.

KIPP Indianapolis College Prep set its second goal around staff responses to survey question about the school. The school reports that staff responses averaged 3.9, earning the school a **Meets Standard** on its second goal.

Overall, KIPP Indianapolis College Prep received an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

Our mission is to go above and beyond to prepare our students for college and life success through character-building and academic rigor.